DOCUMENT RESUME

ED 210 887 EC 140 689

TITLE Illinois Supply and Demand for Special Education Personnel. Special Report.
INSTITUTION Illinois State Dept. of Education, Springfield. Div. of Specialized Educational Services.
PUB DATE Aug 81
NOTE 37p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disabilities; Elementary Secondary Education; Employment Opportunities; *Special Education Teachers; State Surveys; *Teacher Supply and Demand
IDENTIFIERS *Illinois

ABSTRACT

The special report summarizes various sources of information regarding the need for and the supply of special education personnel in Illinois, and compares the various claims regarding the stated needs. Results of a survey by the Illinois Association for School, College, and University Staffing are reported indicating that 24% of Illinois school districts were unable to fill at least one position and that about half of the 345 unfilled positions were in special education. Results of other studies by the National Center for Educational Statistics and the Illinois Administrators of Special Education also indicated a need for more special education personnel in the areas of special education and related services. Noted in the summary are particular needs in the areas of speech and language impaired, physically handicapped, visually impaired, emotional and social disorders, and the severely/profoundly handicapped; also considered is the relatively high rate of turnover in special education. Tables provide statistical data from the three studies on the following: number of students completing preparation for standard teaching certificates for the first time in Illinois, trends in the number of graduates of Illinois institutions of higher education completing preparation for standard teaching certificates (1975-1982), Illinois downstate teacher turnover by type of teacher, a comparison of the number of special education teachers prepared during 1978-79 with the number of beginning teachers employed in Illinois public schools in 1979-80, the supply and demand for special education teachers (1975-80), teacher supply and demand as rated by placement directors from Illinois colleges and universities (1979-80), percentages of new Illinois teacher graduates who entered teaching (1967 through 1979), distribution of unfilled positions by subject area, and a statewide assessment of projected special education personnel needs (1980-83). (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210887

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ILLINOIS SUPPLY AND DEMAND FOR SPECIAL EDUCATION PERSONNEL

SPECIAL REPORT

ILLINOIS STATE BOARD OF EDUCATION

Edward Copeland, Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

Department of Specialized Educational Services

Department of Planning, Research, and Evaluation

Springfield, Illinois
August, 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC140689

Illinois Supply and Demand for Special Education Personnel

Purpose and Background

Rapidly changing conditions, economical, demographic, and legislative, have led to an unstable, fluctuating market for all teachers in Illinois. These changes have been especially pronounced in their effect on the supply of and demand for special education staff. As a result, there is confusion and disagreement regarding the current status of the supply/demand balance in special education.. At the same time, educational decision makers at the state and local levels are in need, more than ever before, for timely, accurate information as they perform their respective responsibilities and plan for the future.

The purpose of this report is to summarize and consolidate various sources of information regarding the need for and the supply of special education personnel, to compare the various claims regarding the stated needs, and to explain why differences exist. This report was prepared for the Department of Specialized Educational Services, Illinois State Board of Education.

The attainment of a clear picture of the supply and demand for special education staff in Illinois has been hampered in the past because precise, specific data regarding the number of persons prepared, the number of persons hired, and the number of vacancies which are not filled because qualified candidates are not available were not collected. Recent refinements in ongoing data collection efforts by the State Board of Education, as well as independent studies conducted by the Illinois Association for School, College, and University Staffing (IASCUS) and the Illinois Administrators of Special Education (IASE), have helped to provide a more precise data base for decision making.

The lack of objective data has not been the only reason confusion exists regarding the supply/demand balance for special education personnel. Additional confusion occurred as a result of major differences in the total number of special education teachers reported as needed (teacher demand) by various sources. These differences were due primarily to the way "teacher demand" and "special education teacher" were defined. The statistics reported by the Research and Statistics Section of the Illinois State Board of Education, for example, were based on a definition of "teacher demand" which includes only certificated personnel actually hired by school districts or special education cooperatives. In addition, these statistics did not include "related services personnel," such as school psychologists or school social workers or administrators, in the group identified as "special education teachers." The Illinois Administrators of Special Education, on the other hand, defined demand for special education personnel as the number needed to meet/maintain the full educational opportunities goal for handicapped children as required by Public Law 94-142, "The Education of All Handicapped Children Act." This definition of "need" includes certificated special education teachers, certificated related services personnel (psychologists, etc.), noncertificated related services personnel (physical therapists, occupational therapists, etc.) and administrators. A more detailed examination of the definition of "teacher demand" will be included with the review of the statistics presented.

Illinois State Board of Education Statistics

The Research and Statistics Section of the Illinois State Board of Education annually collects and reports data on the supply and demand for educational personnel in Illinois. Precise, accurate, comprehensive, information is collected on every certificated educational person employed in Illinois public school districts and in special education cooperatives From these data, "teacher demand," defined as incoming certificated persons hired during the school year, can be determined. "Teacher demand" includes beginning teachers (those who have never taught before and are employed for the first time) and reentering teachers (teachers who have taught in the past, have left teaching for at least one year, and are again employed as teachers).

The term "supply" refers to the number of persons trained as teachers to fill educational positions in Illinois elementary and secondary schools. While supply includes newly prepared personnel as well as previously prepared personnel (both experienced and nonexperienced), special emphasis is given to the number of new graduates prepared annually by Illinois colleges and universities.

Relevant Illinois State Board of Education teacher supply and demand tables follow. They have been reported in a more comprehensive report, "Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables." While data presented frequently included all types of teachers at the elementary and secondary level, a discussion of the findings will be limited to special education teachers.

Tables 1, 2, and 3 present information on the number of students completing preparation for standard teaching certificates at Illinois colleges and universities. Table 1 shows the number of persons prepared in 1978-79 and 1979-80 by specific area of preparation. Tables 2 and 3 provide trend data for the last five years - first aggregated by type of institution preparing teachers (public vs. private) and then by types of degree (bachelor's vs. master's). These tables show that close to 2,000 special education teachers were prepared each year from 1974-75 to 1977-78, but that about 1500 were prepared in 1978-79 and 1979-80. This total is expected to decrease slightly during the next two years to approximately 1,425.

Table 4 shows the rate of teacher turnover, by type of teacher, for the years 1973-74 through 1978-79. Teacher turnover rate is defined as the percentage of full-time teachers who leave Illinois public schools and do not return during the following year. These data represent total teacher separations for any reason. The information presented shows that teacher turnover rate for special education teachers is consistently higher than the turnover rate for elementary or secondary teachers. While turnover rate for elementary and secondary teachers averages close to or slightly over 9.0 percent, the turnover rate for special education teachers averages close to 12.0 percent.

Generally, Tables 1 through 4 show that the number of persons prepared to teach special education decreased during the last two years, while turnover remained relatively high. There is no reason to expect the turnover rate for special education teachers to decrease in the near future; consequently, the need will remain for more teachers to replace those who leave.

Changes in teacher demand during the 1980-81 school year for full-time downstate special education teachers are presented in Table 5. The total number of teachers, the number of beginning teachers and reentering teachers, and the turnover of teachers are shown by individual teaching or subject assignment. In ten of the thirteen specialty areas identified, there were increases in the total number of teachers. The largest increase in number of personnel was for Learning Disabled teachers for which there were 319 more teachers, an increase of 8.6 percent. The largest percentage increase was for teachers of the Severe/Profoundly Handicapped, 93.9 percent. The number of teachers with main assignments in the area of Severe/Profoundly Handicapped nearly doubled, from 33 to 64.

There were only three specialty areas in which decreases in the total number of full-time staff were evident. While the decreases were relatively small, the total number of teachers with main assignments in EMH, TMH, and the Educationally Handicapped, nevertheless, declined. The net change in full-time special education teachers was from 10,511 to 11,318, an increase of 807 or 7.7 percent.

Beginning and reentering teachers were hired in every special education assignment area. The larges number of incoming teachers was for teachers of the Learning Disabled (659). Demand for teachers as a percentage of the total number of teachers, however, was greatest for teachers of the Severe/Profoundly Handicapped. The 28 incoming teachers represented 43.7 percent of the total number. In all special education assignment areas, 2,071 full-time teachers were hired as incoming teachers. This demand was 18.3 percent of the total special education teaching force.

Turnover of teachers also occurred in every assignment area and ranged from 9.3 percent for teachers of the Multihandicapped to 24.2 percent for teachers of the Severe/Profoundly Handicapped. The overall turnover figure for downstate special education teachers was 1,243 or 11.8 percent.

Tables 6, 7 and 8 compare teacher supply with teacher demand. The number of <u>newly prepared</u> special education teachers are compared to the number of <u>newly prepared</u> persons hired in Table 6. The data are presented for each major area of special education for the school year 1979-80. Direct comparisons by category of handicap are difficult because definitions of those categories sometimes overlap, but it is obvious that "oversupply" or "shortage" of teachers is not uniform or consistent in all areas. Certainly more <u>new</u> teachers were prepared than <u>new</u> teachers were hired in Illinois in the areas of Educable Mentally Handicapped (EMH), Trainable Mentally Handicapped (TMH), Deaf and Hearing Impaired, and Physically Handicapped. It is also shown that slightly more persons were prepared than hired in Illinois in the areas of Learning Disabled and Speech and Language Impaired, but there were no substantial differences. Remaining areas show that more people were hired than prepared indicating that persons prepared out-of-state or prepared in Illinois during previous years were hired to fill existing vacancies.

A more inclusive picture of teacher demand is presented in Table 7. Totals for both reentering and beginning (new) special education teachers hired are compared with the total number of teachers prepared during each of the last five years. Remembering that the total numbers of teachers prepared does not include an estimate of the potential reserve pool of previously trained teachers, Table 7 shows that the "new supply" was larger than the total number of incoming teachers (beginning and reentering) during four of the five years presented. Only during the last year, 1979-80, did total number prepared fall below total number hired. The total number of new teachers prepared was well over twice the number of new, beginning teachers hired from 1975-76 to 1978-79. The ratio in 1979-80 was approximately 3 new teachers prepared to 2 new teachers hired.

While total incoming teachers (demand) decreased in 1976-77, it has increased every year since then. The percentage of reentering teachers to total incoming teachers has also changed significantly during the time period shown. While previously trained teachers made up about one-third of the total hires in 1975-76, that percentage has increased to a little less than one half in 1979-80.

Tables 6 and 7 suggest that the ratio of new supply to total demand is changing and that new supply, while considerably larger than demand in the immediate past, may not keep up with demand in the future. At the same time, the pool of previously trained teachers is responding to the market and reentering at an increasing rate. Nevertheless, differences still exist among the various categories of handicapping conditions and overall generalizations about the supply/demand balance must take these into account.

Table 8, which presents the composite opinions of placement directors on the supply/demand balance in various teaching areas, tends to support the above conclusions. While shortages existed in most areas of special education from 1976-77 to 1978-79, the differences between supply and demand were relatively slight. A pronounced change is evident in the data for 1979-80. Most areas of special education show much greater shortages, according to placement directors, but there is still a considerable range in the degree of shortage among the specific teaching areas. Speech and language impaired is the area identified as the most difficult in terms of finding qualified candidates for all available positions.

Tables 9 and 10 present information on the occupational status of recent graduates in education. Table 9 shows that 42.7 percent of the graduates in elementary education were known to be teaching in Illinois a year after graduation in 1979-80 while 40.0 percent of secondary education graduates were Illinois teachers. By contrast, 58.1 percent of the special educaton graduates were employed as teachers in Illinois a year after graduation.

When both in-state and out-of-state teachers who are teaching are added together, 54.5 percent of the elementary education graduates, 45.4 percent of the secondary education graduates, and 65.0 percent of the special education graduates were employed as teachers a year after graduation. Table 10 shows that all three of these combined percentages are increases over the previous year. The increase in special education, 10.6 percent, is especially pronounced, however. Tables 9 and 10 suggest that employment opportunities exist and are increasing for all teachers, but this is particularly true in the area of special education.

In summary, Illinois State Board of Education statistics show that the supply/demand balance for special education teachers has changed considerably in recent years. Supply of newly prepared teachers seems to have decreased and then stabilized while demand shows continued increases. The supply/demand balance, however, is not uniform for all categories of special education. Placement directors indicate that areas of greatest shortage include speech and language impaired, physically handicapped, visually impaired, and emotional and social disorders. Areas of least shortage include EMH, TMH, and, to a lesser extent, Learning Disabled. Nevertheless, turnover or attrition, which was 12.3% after 1978-79, is expected to continue, adding to the need for more teachers. The pool of reserve teachers, those previously trained, seems to be responding to the changing market as more of these teachers, both in absolute numbers and as a percentage of total hires, reenter teaching. Certainly a high percentage of prospective teachers are finding employment a year after graduation.

The IASCUS Study

The Illinois Association for School, College, and University Staffing (IASCUS) is an organization consisting primarily of college and university placement personnel and local school superintendents and assistant superintendents responsible for the placement and hiring of educational personnel. Consequently, the members are very interested in the changing market for teachers, and staff from IASCUS work closely with staff from the Illinois State Board of Education in the development and dissemination of supply/demand information.

Members of IASCUS are heavy users of Illinois State Board of Education statistics and, therefore, are aware of what the data do and do not show. Some information regarding demand, especially regarding unfilled positions and the expected areas of need in the future, are not available from Illinois State Board of Education records. To obtain this information, IASCUS sponsored a telephone survey of local districts during the 1979-80 school year. In cooperation with the Illinois State Board of Education, a telephone survey was conducted using a random sample of 291 districts (out of 1013), stratified by size of district (using average daily attendance), by type of district (elementary, secondary, unit), and by six geographic regions.

Since the IASCUS study utilized a sample rather than the total population of Illinois school districts, a small margin of error in the results can be expected when generalized to the whole state. Nevertheless, the size of the sample and the procedures employed in selecting the sample ensure that inferences can be made with a high degree of confidence.

According to the IASCUS study, 70.6 percent of the public school districts in Illinois hired staff to replace those who left. Of all the replacement staff hired, the largest percentage, 23.3 percent, was in regular elementary instruction (see Table 11). The next largest group of replacement staff, however, was in the area of special education. Approximately 16.2 percent of the teachers hired to replace those who left were special education personnel. Projected statewide, approximately 1330 elementary teachers or 3.0 percent of the total number of elementary teachers, were hired as replacement staff. In the area of special education, 925 or 8.8 percent of the total number of special education teachers, were replacement staff.

In addition to replacement staff, about half of the districts (50.6 percent) reported that staff were hired for new positions. The largest group of staff hired to fill new positions, 28.7 percent, was in the area of special education (see Table 11). Projected statewide, approximately 597 persons or 5.7 percent of all special education teachers were hired to fill new positions. Clearly, special education teachers make up a sizeable proportion (about one-fifth) of the total teachers hired for all available positions.

The number and percentage of teachers actually hired provides a strong indication of the relative size and degree of teacher demand. The number of vacancies which go unfilled because of one reason or another, however, also provides information on the relative supply/demand balance in different subject areas. Almost one-fourth of the districts (23.5 percent) reported at least one unfilled position. It was estimated that 345 positions went unfilled in Illinois when the sample numbers reported were projected statewide. Of those unfilled positions, however, almost half, 48.4 percent, were in special education (see Table 12). It is obvious, therefore, that for the districts having difficulty filling positions (about 24 percent), the major problem is finding qualified candidates in special education who are willing to accept employment.

The IASCUS study clearly identifies special education as an area of need even though 76 percent of the districts reported no unfilled positions. In addition, superintendents overwhelmingly identified special education as the major area in which teaching opportunities will increase in the immediate future. As in other subject areas, however, the IASCUS study suggests that the teaching opportunities are not necessarily uniform or consistent across all areas of the state or all subject specialties within special education. Vacancies, nevertheless, are prevalent.

Other Sources of Information

Teacher supply and demand information is collected by a number of organizations, institutions, and agencies in and out of the state of Illinois. Other than the studies conducted by the Illinois State Board of Education and the Illinois Association for School, College and University Staffing, however, additional information is either limited in scope or not directly related to Illinois. The National Center for Educational Statistics (NCES), for example, has conducted a number of short studies on teacher and administrator shortages in public school systems using a Fast Response Survey System. The national studies indicate that the largest number of shortages in recent years occurred in the area of special education; particularly for teachers of the learning disabled.

In the NCES studies, shortages are defined as position openings for which teachers were sought but could not be hired because qualified candidates were unavailable. Supply of personnel is not examined in these studies. While the general findings support the position that there is a shortage of special education teachers, it can not be assumed that the national statistics automatically or necessarily reflect the supply and demand situation in Illinois.

Information more pertinent to Illinois was recently collected by the Illinois Administrators of Special Education (IASE). In May of 1980, the IASE disseminated the results of two needs assessments dated January, 1980 and February, 1980. It was stated that the intent of the assessment was to gather data regarding the projected need for special education personnel between 1980 and 1983.

The results of the survey, which represent a statewide assessment, show considerable need. According to the respondents, which included special education directors of joint agreements, regional special education service centers, and large single districts, there were approximately 291 unfilled positions for special education instructional personnel in December, 1979 and an additional 294 unfilled positions for related service personnel (see Table 13). Table 14 projects that an additional 1165 special education instructional personnel and 775 related service personnel would be needed in 1980-81. In 1981-82, an additional 1554 personnel would be needed, 684 instructional staff and 870 related service staff (see Table 15). Finally, 1323 additional staff would be needed in 1982-83, 593 instructors and 730 related service personnel (see Table 16).

If the number of needed personnel indicated by the IASE needs assessments represents staff required to replace those who leave or to fill current, but new, positions, the figures actually represent a <u>decrease</u> in the total number of persons hired during each of the last few years. If, however, the figures represent staff requirements <u>in addition</u> to those needed for current positions, both for replacement purposes and for new positions, then demand for special education personnel can be expected to increase dramatically during the next few years. The tables indicate that the needed personnel are <u>in addition</u> to those currently employed, but there is some question as to how the estimated need was determined. A more detailed review of the procedures used in the needs assessments follows.

The needs assessments conducted by IASE do not address the issue of supply. No estimates regarding the number of qualified persons available to fill the identified areas of need are provided.

The needs assessments disseminated by the IASE suggest that the need for special education personnel is <u>far</u> greater than the demand data provided by the Illinois State Board of Education or IASCUS would indicate. There are several reasons for these differences. First, the IASE survey includes both special education instructors <u>and</u> related service personnel, including administrators. The Illinois State Board of Education and IASCUS studies include related service personnel, but these additional staff are considered apart from special education. In addition, the IASE survey included, as part of the related service personnel, noncertificated staff such as teacher aides, occupational therapists, and physical therapists. The Illinois State Board of Education and IASCUS studies are limited to educationally certificated staff. Finally, discrepancies in the figures reported in the demand or need for special education personnel can be accounted for, in large part, by the way demand or need is defined.

The IASE tables represent the additional personnel needed "to meet/maintain the full educational opportunities goal for handicapped children." Technically, to meet or maintain the full educational opportunities goal for handicapped children, school districts or cooperatives serving a number of school districts in a given geographic region must have staff and/or resources to be able to serve handicapped children, at any given time, in any one of 13 different categories of exceptionality. In addition, school districts and cooperatives must be able to provide service at any one of 7 levels of treatment within each category and to serve children in each of 5 age groupings within the categories and the levels of treatment. When all combinations of handicap levels, of treatment, and age are considered, there are 455 possible categories of students for which service must be available in order to comprehensively "meet the full educational opportunities goal for handicapped children."

To define need for teachers or related staff in terms of meeting or maintaining an educational goal is one legitimate way to determine teacher demand. But to define need in this manner, it is necessary to understand that at any given point in time, there may not be any students in some of the possible categories for which service should be available. In fact, there may not be available resources to hire all of the needed staff to meet or maintain an educational goal. To paraphrase one special education professor, to estimate the number of personnel needed to meet an educational goal is to establish teacher demand by definition rather than by number of students enrolled. This distinction is important during periods of restricted school budgets. It would be misleading, for example, for college and university placement personnel to advertise a great "need" for teachers if, in fact, employment opportunities were severely limited because of disminshed funds.

To summarize, defining teacher demand in terms of personnel needed to meet or maintain the full educational opportunities goal for handicapped children is to determine need for personnel by establishing categories of service which should be available in any given school district. Historically, however, teacher demand is defined by number of vacancies filled or by unfilled positions for which a student population already exists. This approach is related to the level of services which the local school district is willing and able to maintain.

Data disseminated by IASE represent staff needed to meet or maintain the full educational opportunities goal for handicapped children. There is some question, however, as to how the number of staff needed in the future was determined. No uniform or consistent method or procedure was provided to respondents for use in determining number of needed staff. While some consistency might be assumed because of the common knowledge available to all respondents regarding the full opportunities goals, no common guidelines regarding teacher/pupil ratios, appropriate class size, or estimated student enrollment were used by all respondents. In a needs assessment conducted in the state of Texas, for example, specific formulas were used to determine needed special education personnel. Gross staff requirements were first determined by applying current student/teacher ratio guidelines to enrollment figures. Then, the projected number of "existing personnel" was estimated. The difference between gross requirements and existing personnel was the estimated staff needs.

Summary and Implications

The supply and demand for teachers in Illinois have changed considerably in recent years. Some of the most dramatic changes have been in the area of special education. To better understand these changes for the purposes of planning and decision making, greater effort has been made to obtain and analyze information regarding the need or demand for special education teachers as well as the supply of special education teachers.

The supply/demand balance for special education personnel in Illinois has been assessed by several organizations and agencies. The results have differed - sometimes considerably - depending upon the purposes, definitions, and methodology used by the groups conducting the studies. While differences exist, however, several generalizations can be made across all studies.

There is little doubt that there is currently a need for special education staff in Illinois public schools and special education cooperatives. This need or demand, relative to supply, has been especially obvious during the last academic year. While the number of persons prepared in Illinois has decreased, the number of special education teachers hired has remained relatively high. Compared to other types of teachers, a large percentage of educational personnel hired to replace those who leave and to fill newly created positions is in special education.

Statistics provided by college and university placement personnel on the employment status of recent graduates also support the contention that there is a shortage of special education personnel. A relatively high percentage of special education graduates is employed as teachers a year after graduation.

Discrepancies in the supply/demand balance for teachers in Illinois have been described as a problem of distribution - getting more prospective teachers to enroll in programs where there are identified shortages, and getting those teachers who are prepared to go to those locations where the jobs are. While there is an admitted shortage of all types of special education personnel, generally, the problem of distribution is also evident. Not all of the areas of specialization are experiencing an equal need for trained personnel. According to placement personnel, the greatest relative shortages, statewide, are in the areas of speech and language impaired, physically handicapped, visually impaired, emotional and social disorders, and severe/profound handicapped. The need, while evident, is relatively less, statewide, for teachers of EMH, TMH, and Learning Disabled students, as well as for school social workers and school psychologists. Depending upon geographic area, however, employment opportunities are available for all types of special education personnel.

The need for special education personnel is expected to continue, but the duration and magnitude of the need is uncertain. Local school administrators report that employment opportunities will still increase for most types of special education positions in the immediate future. If educational goals for handicapped children are to be achieved, considerably

more staff may be required. The relatively high rate of turnover in special education will require that more personnel be available to fill vacated positions. There is strong evidence, however, that the reserve pool of teachers (those previously trained but not currently employed as teachers) is responding to the changing market. Almost half of the special education teachers hired in 1979-80 were reentering teachers. Declining enrollments and restricted school budgets may further affect the ability of school districts to hire personnel. Nevertheless, unless there is an immediate and substantial increase in newly prepared personnel, many vacancies may go unfilled in the immediate future.

Preparing more personnel in special education will not, automatically, mean that supply will equal demand. Unless persons prepared choose majors in areas of greatest demand, including those service areas related to special education, vacancies will continue. Unless persons prepared are willing to be mobile, to go where the jobs are, some will still have difficulty finding employment.

Local school officials as well as college and university personnel can do much to help alleviate the problem of distribution. As in other elementary and secondary subject areas, greater efforts can be made to recruit staff. At the same time, college and university personnel can do more to seek prospective teachers and to encourage persons preparing to be teachers to major in areas of relative shortage. It is known that supply of teachers generally follows demand for teachers. Widespread knowledge of teaching vacancies and reasonable expectation for employment have known, positive effects on increasing the supply of teachers. These conditions, certainly, now exist in the area of special education.

MMJ:0604h

Table 1

NUMBER OF STUDENTS COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES FOR THE FIRST TIME

MAJOR AREA OF PREPARATION	1978-79						1979-80 (Estimated)					
	BACHELOR'S DEGREE			MASTER'S DEGREE			BACHELOR'S DEGREE			MASTER'S DEGREE		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
ELEMENTARY TEACHERS												
Early Childhood (Pre-K)	5	159	164	6	25	31	1	149	150	2	9	11
Elem. Regular Instruction	224	1995	2219	17	83	100	177	1944	2121	11	62	73
Selected Subjects												
Art	13	23	36	0	2	2	13	34	47	0	1	1
Foreign Language	3	6	9	0	0	0	4	10	14	0	0	0
Music	30	58	88	1	0	1	34	55	89	0	1	1
Physical Education	58	102	160	0	0	0	62	117	179	0	0	0
Other Elementary	1	12	13	0	0	0	4	29	33	0	0	0
TOTAL ELEMENTARY	334	2355	2689	24	110	134	295	2338	2633	13	73	85
SECONDARY TEACHERS												
Agriculture	47	21	68	2	0	2	55	10	65	0	0	0
Art	50	152	202	2	3	5	54	121	175	2	2	4
Business Education	40	176	216	5	3	8	40	147	187	2	4	6
English-Language Arts												
English	70	201	271	15	25	40	64	191	255	6	14	20
Journalism	2	2	4	0	0	0	2	2	4	0	0	0
Speech and Drama	40	81	121	1	0	1	40	61	101	0	0	0
Foreign Languages												
French	3	28	31	0	4	4	1	29	30	0	1	1
German	4	12	16	0	3	3	2	10	12	0	0	0
Latin	0	1	1	0	0	0	0	2	2	0	0	0
Spanish	20	56	76	0	4	4	17	50	67	0	1	1
Other Foreign Language	1	5	6	1	1	2	0	3	3	0	1	1
Health Education	53	70	123	1	4	5	50	56	106	2	4	6
Health Occupations	2	1	3	0	0	0	1	1	2	0	0	0
Home Economics	0	129	129	0	3	3	[illegible]	[illegible]	133	0	4	4
Industrial Arts (General)	128	14	142	2	3	5	[illegible]	1	[illegible]	0	1	1
Industrial Occupations (General)	33	11	44	0	0	0	34	[illegible]	[illegible]	[illegible]	0	0
Junior High (General)	16	23	39	0	0	0	18	35	[illegible]	[illegible]	0	0
Mathematics	56	89	145	6	4	10	53	76	129	[illegible]	3	8
Music (General)	96	156	252	0	4	4	102	148	250	2	2	4
Music - Instrumental Only	52	28	80	0	0	0	26	24	50	0	0	0
Music - Vocal Only	5	34	39	0	0	0	7	24	31	0	0	0
Natural Sciences												
Biology	40	59	99	5	5	10	36	52	88	4	4	8
Chemistry	7	10	17	0	3	3	10	10	20	0	1	1
Earth Science	1	0	1	0	0	0	5	1	6	0	1	1
Geology	0	0	0	0	0	0	1	0	1	0	0	0
General Science	8	4	12	3	4	7	2	2	4	1	2	3
Physical Science	5	3	8	1	0	1	5	1	6	1	1	2
Physics	3	0	3	0	0	0	4	7	11	0	0	0
Other Natural Science	16	8	24	0	0	0	5	7	12	0	[illegible]	0
Physical Education	360	311	671	8	2	10	298	299	597	5	3	8
Social Science												
Economics	6	1	7	0	0	0	3	1	4	0	0	0
Geography	5	4	9	0	0	0	6	2	8	0	0	0
History	122	96	218	4	3	7	115	77	192	3	4	7
Political Science	12	9	21	0	0	0	16	11	27	0	0	0
Psychology	18	32	50	1	0	1	20	35	55	0	0	0
Sociology	8	9	17	0	0	0	6	11	17	0	0	0
General Social Studies	40	54	94	8	5	13	49	30	79	8	5	13
Other Social Studies	1	1	2	0	0	0	0	0	0	0	0	0
Other Secondary	0	4	4	0	0	0	0	3	3	0	0	0
TOTAL SECONDARY	1370	1995	3255	65	83	148	1286	1594	2980	41	58	99
SPECIAL EDUCATION TEACHERS												
EMH	39	423	462	1	3	4	40	396	436	1	5	6
Deaf and Hearing Impaired	5	78	83	0	4	4	1	74	75	0	1	1
Learning Disabled	28	304	332	6	76	82	17	338	355	7	66	73
Physically Handicapped	5	34	39	0	0	0	6	25	31	0	0	0
Social/Emotional Disorders	12	162	174	2	5	7	19	196	215	1	5	6
Speech and Language Impaired	5	28	33	5	116	121	2	30	32	9	114	123
TMH	5	77	82	3	8	11	7	72	79	2	9	11
Visually Impaired	1	25	26	0	0	0	1	29	30	0	0	0
Severe/Profoundly Handicapped	1	9	10	0	1	1	0	3	3	1	0	1
Other Special Education	0	20	20	2	4	6	0	20	20	2	8	10
TOTAL SPECIAL EDUCATION	101	1160	1261	19	217	236	93	1193	1276	23	208	231
UNGRADED SPECIALISTS												
Gifted Education Teacher	0	0	0	0	0	0	0	0	0	0	0	0
Guidance Counselor	0	0	0	72	136	208	6	12	18	58	104	162
Media Services	3	2	5	3	18	21	2	3	5	1	8	9
Librarian	0	8	8	0	1	1	0	5	5	0	1	1
Remedial Reading Teacher	0	2	2	5	37	42	1	7	8	5	40	45
School Nurse	0	0	0	0	0	0	0	0	0	0	0	0
School Psychologist	0	0	0	12	18	30	2	2	4	11	28	39
School Social Worker	0	0	0	6	8	14	0	0	0	7	20	27
Other Ungraded Specialists	0	0	0	0	0	0	0	1	1	0	0	0
TOTAL UNGRADED SPECIALISTS	3	12	15	98	218	316	11	30	41	82	201	283
TOTAL EDUCATION PERSONNEL	1903	5422	7220	206	628	834	1685	5255	6930	159	540	699

*Because of the difficulties in determining whether master's degree graduates were completing preparation for standard teaching certificates for the first time, the numbers representing master's degree graduates should be considered as estimates.

All information was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois State Board of Education.

This table was reproduced from Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables. Department of Planning, Research and Evaluation, Illinois State Board of Education, Fall, 1980.

Table 2

NUMBER OF ILLINOIS GRADUATES COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES BY AREA OF PREPARATION: 1976 - 1980

SELECTED AREAS OF PREPARATION	1976 Graduates			1977 Graduates			1978 Graduates			1979 Graduates			1980 Graduates (Est.)		
	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total
ELEMENTARY TEACHERS															
Early Childhood (Pre-K)	125	13	138	115	31	146	67	68	135	81	114	195	92	69	161
Elementary Regular Instruction	2,182	1,690	3,872	1,907	1,385	3,292	1,593	1,198	2,791	1,334	985	2,319	1,296	898	2,194
Art	20	17	37	42	10	52	5	23	28	28	10	38	39	9	48
Foreign Language	5	2	7	3	3	6	4	5	9	5	4	9	11	3	14
Music	27	100	127	98	59	157	6	62	68	40	49	89	40	50	90
Physical Education	66	67	133	47	36	83	28	52	80	97	63	160	110	69	179
Other	19	4	23	15	14	29	14	10	24	5	8	13	24	9	33
TOTAL ELEMENTARY	2,444	1,893	4,337	2,227	1,538	3,765	1,717	1,418	3,135	1,590	1,233	2,823	1,612	1,107	2,719
SECONDARY TEACHERS															
Art	273	99	372	232	93	325	238	74	312	143	64	207	131	48	179
Business Education	228	40	268	238	52	290	184	28	212	204	20	224	175	18	193
English-Language Arts	475	348	823	401	268	669	258	203	461	238	199	437	204	176	380
Foreign Languages	226	117	343	189	89	278	130	52	182	85	58	143	77	40	117
Health Education	107	12	119	117	14	131	90	11	101	108	20	128	95	17	112
Home Economics	216	38	254	155	35	190	141	26	167	121	11	132	112	25	137
Industrial Arts (General)	176	1	177	182	2	184	125	3	128	146	1	147	151	2	153
Junior High (General)	56	0	56	44	2	46	50	0	50	39	0	39	53	0	53
Mathematics	170	128	298	146	78	224	118	79	197	91	64	155	88	49	137
Music	264	287	551	230	243	473	282	179	461	187	188	375	175	160	335
Natural Sciences	177	132	309	201	99	300	144	74	218	106	79	185	101	62	163
Physical Education	683	263	946	589	256	845	628	215	843	499	182	681	426	179	605
Social Sciences	541	331	872	483	313	796	274	225	499	274	165	439	274	128	402
Vocational & Technical Ed.	92	5	97	131	0	131	93	1	94	117	0	117	110	0	110
Other	9	6	15	0	4	4	37	8	45	3	1	4	2	1	3
TOTAL SECONDARY	3,694	1,807	5,501	3,339	1,548	4,887	2,792	1,178	3,970	2,361	1,052	3,413	2,174	905	3,079
TOTAL TEACHERS	6,138	3,700	9,838	5,566	3,086	8,652	4,509	2,596	7,105	3,951	2,285	6,236	3,786	2,012	5,798
UNGRADED SPECIALISTS															
Special Education Teachers	1,555	396	1,951	1,757	342	2,099	1,629	414	2,043	1,217	280	1,497	1,217	290	1,507
Other Ungraded Specialists	632	227	859	467	160	627	355	142	497	497	84	331	243	81	324
TOTAL UNGRADED SPECIALISTS	2,187	623	2,810	2,224	502	2,726	1,984	556	2,540	1,464	364	1,828	1,460	371	1,831
TOTAL EDUCATION PERSONNEL	8,325	4,323	12,648	7,790	3,588	11,378	6,493	3,152	9,645	5,415	2,649	8,064	5,246	2,383	7,629

All information was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois State Board of Education.

This table was reproduced from Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables. Department of Planning, Research and Evaluation, Illinois State Board of Education, Fall, 1980.

Table 3

TRENDS IN THE NUMBER OF GRADUATES OF ILLINOIS INSTITUTIONS OF HIGHER EDUCATION COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES: 1975 - 1982

AREA OF PREPARATION / YEAR	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80 (Estimated)	1980-81 (Projected)	1981-82 (Projected)
ELEMENTARY								
Bachelor Degrees	4,458	3,888	3,539	2,963	2,689	2,633	2,312	2,307
Master Degrees*	178	449	226	172	134	86	115	115
TOTAL ELEMENTARY	4,636	4,337	3,765	3,135	2,823	2,719	2,427	2,422
SECONDARY								
Bachelor Degrees	6,277	5,080	4,420	3,808	3,265	2,980	2,791	2,729
Master Degrees*	504	421	467	162	148	99	127	124
TOTAL SECONDARY	6,781	5,501	4,887	3,970	3,413	3,079	2,918	2,853
UNGRADED SPECIALISTS-SPECIAL EDUCATION								
Bachelor Degrees	1,637	1,537	1,496	1,504	1,261	1,276	1,201	1,200
Master Degrees*	338	414	603	539	236	231	225	224
TOTAL SPECIAL EDUCATION	1,975	1,951	2,099	2,043	1,497	1,507	1,426	1,424
OTHER UNGRADED SPECIALISTS								
Bachelor Degrees	30	51	28	29	15	41	13	12
Master Degrees*	856	808	599	468	316	283	269	262
TOTAL OTHER UNGRADED SPECIALISTS	886	859	627	497	331	324	282	274
TOTAL EDUCATION PERSONNEL	14,278	12,648	11,378	9,645	8,064	7,629	7,053	6,973

*Because of the difficulties in determining whether master's degree graduates were completing preparation for standard teaching certificates for the first time, the numbers representing master's degree graduates should be considered as estimates.

NOTE: Only "totals" were provided by respondents for the years 1980-81 and 1981-82 for each category of teacher. The number of bachelor and master degrees for these two years were, therefore, calculated using the percentage of bachelor and master degrees in each category for the year 1978-79.

All information was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois State Board of Education.

This table was reproduced from Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables. Department of Planning, Research and Evaluation, Illinois State Board of Education, Fall, 1980.

Table 4

ILLINOIS DOWNSTATE TEACHER TURNOVER BY TYPE OF TEACHER

End of School Year	Elementary Turnover Number	Elementary Turnover Rate	Secondary Turnover Number	Secondary Turnover Rate	Special Education Turnover Number	Special Education Turnover Rate
1973-74	5,630	10.7%	2,412	8.9%	841	12.9%
1974-75	4,873	9.2%	2,157	7.9%	823	11.3%
1975-76	5,545	10.5%	2,507	9.1%	984	12.2%
1976-77	4,987	9.9%	2,505	9.3%	974	11.6%
1977-78	4,708	9.5%	2,473	9.2%	1,063	11.7%
1978-79	4,672	9.6%	2,616	9.8%	1,217	12.3%

This table was reproduced from Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables. Department of Planning, Research and Evaluation, Illinois State Board of Education, Fall, 1980.

Table 5

ANNUAL CHANGES IN THE NUMBER OF FULL-TIME DOWNSTATE ILLINOIS SPECIAL EDUCATION TEACHERS FROM 1979-80 TO 1980-81

MAIN ASSIGNMENT	TOTAL NUMBER OF TEACHERS 1979-80	TOTAL NUMBER OF TEACHERS 1980-81	Annual Change	Annual Percent Change	BEGINNING TEACHERS 1980-81 Number	BEGINNING TEACHERS 1980-81 Percent of Total	REENTERING TEACHERS 1980-81 Number	REENTERING TEACHERS 1980-81 Percent of Total	TOTAL INCOMING TEACHERS 1980-81 Number	TOTAL INCOMING TEACHERS 1980-81 Percent of Total	TURNOVER OF TEACHERS 1979-80 Number	TURNOVER OF TEACHERS 1979-80 Percent of Total
EMH	1,949	1,921	- 28	-1.4	145	7.5	125	6.5	270	14.0	214	11.0
Deaf & Hearing Impaired	363	482	+119	32.8	40	8.3	135	28.0	175	36.3	48	13.2
Early Childhood	413	487	+ 74	17.9	49	10.1	44	9.0	93	19.1	46	11.1
Educ. Handicapped	398	390	- 8	-2.0	21	5.4	31	7.9	52	13.3	38	9.5
Learning Disabled	3,689	4,008	+319	8.6	316	7.9	343	8.6	659	16.5	448	12.1
Phys. Handicapped	138	171	+ 33	23.9	23	13.5	29	17.0	52	30.5	15	10.9
Soc/Emo Disorders	977	1,073	+ 96	9.8	113	10.5	136	12.7	249	23.2	131	13.4
Speech & Language Imp.	1,426	1,481	+ 55	3.9	112	7.6	121	8.2	233	15.8	166	11.6
TMH	619	604	- 15	2.4	49	8.1	41	6.8	90	14.9	60	9.7
Visually Impaired	138	166	+ 28	20.3	11	6.6	51	30.7	62	37.3	20	14.5
Multihandicapped	75	105	+ 30	40.0	11	10.5	16	15.2	27	25.7	7	9.3
Sev/Profoundly Hcp.	33	64	+ 31	93.9	15	23.4	13	20.3	28	43.7	8	24.2
Other/General Sp. Ed.	293	366	+ 73	24.9	32	8.7	49	13.4	81	22.1	42	14.3
Total Full-Time Staff	10,511	11,318	+807	7.7	937	8.3	1,134	10.0	2,071	18.3	1,243	11.8
Total Part-Time Staff	559	627	+ 68	12.2	39	6.2	152	24.2	191	30.4	109	19.5

NOTE: This information was taken from the 1979-80 and 1980-81 Teacher Service Record forms collected by the Illinois State Board of Education and includes regular full-time teachers in all Illinois public school districts, except the Chicago Public School District.

RWD:077Bh

Table 6

A COMPARISON OF THE NUMBER OF SPECIAL EDUCATION TEACHERS PREPARED DURING 1978-79 WITH THE NUMBER OF BEGINNING TEACHERS EMPLOYED IN ILLINOIS PUBLIC SCHOOLS IN 1979-80

Number Of Persons Completing Preparation For Certificates For The First Time By Major Area Of Specialization	
EMH	466
Learning Disabled	414
Speech and Language Impaired	154
Social/Emotional Disorders	181
TMH	93
Deaf and Hearing Impaired	87
Physically Handicapped	39
Visually Impaired	26
Severe/Profoundly Handicapped	11
Other Special Education	26
Total	1,497

Number Of Full-Time and Part-Time Beginning Teachers With No Previous Experience	
EMH	262
Learning Disabled	392
Speech and Language Impaired	149
Social/Emotional Disorders*	195
TMH	56
Deaf and Hearing Impaired	58
Physically Handicapped	24
Visually Impaired	29
Early Childhood Teacher	43
Multihandicapped	15
Severe/Profoundly Handicapped	14
Other Special Education	43
Total	1,280

NOTE: The number of newly prepared persons was obtained from the "New Supply of Illinois Instructional Personnel" form completed by deans and directors of education from Illinois colleges and universities. The number of beginning teachers was obtained from the Teacher Service Record, Illinois State Board of Education and from data obtained from the Personnel File for Chicago Board of Education Teachers.

*The category, Social/Emotional Disorders, includes teachers with major assignments in Behavior Disorders and Educational Handicapped.

This table was reproduced from Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables. Department of Planning, Research and Evaluation, Illinois State Board of Education, Fall, 1980.

Table 7

THE SUPPLY AND DEMAND FOR SPECIAL EDUCATION TEACHERS

Year	Total Number of Teachers Prepared (New Supply)*		Total Reentering Teachers		Total Beginning Teachers		Total Incoming Teachers (Demand)**
1975-76	1,975		572	+	950	=	1,522
1976-77	1,951		495	+	720	=	1,215
1977-78	2,099		740	+	840	=	1,580
1978-79	2,043		843	+	996	=	1,839
1979-80	1,497		984	+	1,015	=	1,999

* Includes persons prepared at both the undergraduate level and the graduate level but does not include an estimate of the reserve pool of previously trained teachers, and does not include Early Childhood teachers.

** Includes only full-time personnel but does not include the number of incoming teachers hired each year in the Chicago public school.

This table was reproduced from Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables. Department of Planning, Research and Evaluation, Illinois State Board of Education, Fall, 1980.

Table 8

TEACHER SUPPLY AND DEMAND AS RATED BY PLACEMENT DIRECTORS FROM ILLINOIS COLLEGES AND UNIVERSITIES: 1979-80

RATING CODE

A zero means the supply equals the demand.
A -1 through -5 represents an increasing degree of teacher shortage.
A 1 through 5 represents an increasing degree of teacher oversupply.

Extreme Teacher Shortage -5	-4	-3	-2	Slight Teacher Shortage -1	Supply Equals Demand 0	Slight Teacher Oversupply 1	2	3	4	Extreme Teacher Oversupply 5

AREA OF PREPARATION	RANK ORDER 1979-80	AVERAGE (MEAN) RATING* 1979-80	1978-79	1977-78	1976-77
ELEMENTARY SCHOOL TEACHER					
Art (K-8)	1	+1.6	0.7	2.0	2.5
Regular Elem. Instruction	2	+1.6	0.9	2.1	2.4
Health Education (K-8)	3	+1.6	0.1	0.8	1.4
Physical Education***	4	+1.5	0.9	1.7	1.9
Foreign Languages	5	+0.8	0.3	1.2	2.3
Early Childhood (Pre-Kindergarten)	6	+0.5	-0.1	0.6	1.3
Music (K-8)	7	+0.2	0.5	0.9	1.6
JUNIOR HIGH SCHOOL TEACHERS					
Social Science	1	+1.4	1.1	2.4	3.0
Language Arts	2	+0.1	0.1	1.3	2.1
Home Economics	3	-0.4	0.1	1.1	0.9
Natural Science	4	-2.5	-1.2	-1.3	-0.2
Mathematics	5	-3.6	-1.8	-1.8	-0.4
Industrial Arts	6	-4.0	-0.5	-2.5	-2.7
HIGH SCHOOL TEACHERS					
Sociology	1	+1.9	1.1	2.5	3.3
Psychology	2	+1.9	1.1	2.3	3.2
History	3	+1.8	1.7	2.8	3.4
Government, Civics & Political Science	4	+1.7	1.0	2.2	3.1
Physical Education***	5	+1.7	0.9	1.9	(F. 1.8, (M. 2.6)
Art	6	+1.5	0.9	2.0	2.4
Geography	7	+1.4	0.6	1.9	2.5
Economics	8	+0.9	0.5	1.7	2.1
German	9	+0.9	0.7	1.3	2.2
Health Education	10	+0.9	0.1	0.2	0.9
French	11	+0.8	0.8	1.5	2.3
"Other" H.S. Teachers	12	+0.8	0.1	1.0	-0.7
Russian	13	+0.6	0.4	1.8	1.6
Driver and Safety Ed.	14	+0.6	0.1	0.8	1.8
Speech and Drama	15	+0.5	0.5	1.6	2.5
Health Occupations	16	+0.4	-0.2	0.3	-0.2
Journalism	17	+0.4	0.2	1.3	2.6
Music	18	+0.2	0.6	0.8	1.5
Latin	19	+0.0	0.5	0.8	0.5
English	20	-0.0	0.4	1.3	2.3
Spanish	21	-0.1	0.5	0.9	1.2
Home Economics	22	-0.4	0.0	0.8	1.0
Business Education	23	-0.8	-0.3	-0.2	0.1
Earth Science	24	-1.4	-0.7	-0.5	0.9
Biology	25	-1.6	-0.8	0.1	0.9
General Science	26	-1.9	-0.9	-0.4	0.6
Coop. Voc. Ed. Program	27	-2.3	-0.3	-1.3	-1.3
Chemistry	28	-3.0	-1.8	-1.7	-0.7
Physics	29	-3.1	-1.7	-1.9	-0.6
Mathematics	30	-3.4	-2.2	-1.7	-0.5
Industrial Occupations	31	-3.6	-0.3	-3.6	-2.8
Industrial Arts (General)	32	-3.9	-0.7	-2.9	-2.7
Agriculture	33	-4.1	-0.5	-3.9	-3.0

This table was reproduced from Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables. Department of Planning, Research and Evaluation, Illinois State Board of Education, Fall, 1980.

Table 8 (continued)

TEACHER SUPPLY AND DEMAND AS RATED BY PLACEMENT DIRECTORS
FROM ILLINOIS COLLEGES AND UNIVERSITIES: 1979-80

RATING CODE

A zero means the supply equals the demand.
A -1 through -5 represents an increasing degree of teacher shortage.
A 1 through 5 represents an increasing degree of teacher oversupply.

Extreme Teacher Shortage -5	-4	-3	-2	Slight Teacher Shortage -1	Supply Equals Demand 0	Slight Teacher Oversupply 1	2	3	4	Extreme Teacher Oversupply 5

AREA OF PREPARATION	RANK ORDER 1979-80	AVERAGE (MEAN) RATING* 1979-80	1978-79	1977-78	1976-77
SPECIALIZED PERSONNEL					
Guidance Counselor	1	+0.6	0.1	1.1	1.6
Instructional Media Coordinator	2	+0.4	-0.1	0.3	0.1
Career/Voc. Counselor	3	+0.2	-0.2	0.2	0.5
Librarian	4	-0.3	-0.1	0.3	0.1
School Nurse	5	-1.0	-0.2	-1.7	-0.6
School Social Worker	6	-1.8	-0.3	-0.1	0.5
School Psychologist	7	-2.2	-0.4	-0.5	-0.1
SPECIAL EDUCATION TEACHERS					
Gifted Ed. Teacher	1	-0.6	0.3	-0.4	0.4
"Other Special Education	2	-1.0	0.0	**	**
Remedial Reading	3	-1.2	0.5	-1.2	-1.0
Bilingual Teacher	4	-1.6	0.7	-1.3	-1.7
Educable Mentally Handicapped	5	-1.8	-0.5	-0.1	0.3
Trainable Mentally Handicapped	6	-2.2	-0.5	-0.4	-0.2
Learning Disabilities	7	-2.4	-1.0	-0.9	-0.8
Deaf & Hard of Hearing	8	-2.5	-0.4	-1.3	-1.2
Severe/Profound Handicapped	9	-2.8	-0.4	**	**
Emotional and Soc. Disorders	10	-2.9	-0.3	-1.1	-0.9
Visually Impaired	11	-2.9	-0.4	-1.9	-0.9
Physically Handicapped	12	-2.9	-0.3	-1.0	-1.1
Speech and Language Impaired	13	-3.9	-0.6	-1.2	-0.8
ADMINISTRATORS					
Personnel Director	1	+2.2	0.2	0.4	1.9
Curriculum Director	2	+1.7	0.2	0.3	1.2
Principal	3	+1.1	0.3	0.6	1.2
Superintendent	4	+0.9	0.1	0.5	0.8
Research Director	5	+0.9	0.1	0.7	1.2
Business Manager	6	+0.3	0.2	-0.6	-0.5
"Other" Administrators	7	-0.5	0.1	0.0	0.5
Voc. Ed. Administrators	8	-1.1	0.0	-0.5	-0.2

* The mean ratings were calculated from individual ratings supplied by placement directors. Placement directors were asked to rate only those areas in which their institutions prepared certificated school personnel for which they had a definite opinion.

** No information available for these categories.

*** Previous to 1976-77, mean ratings were collected for the areas of male and female physical education separately. Mean ratings for male physical education are indicated by the letter "M." Mean ratings for female physical education are indicated by the letter "F."

All information was provided by Illinois university and college placement personnel on the "Teacher Supply and Demand Rating Scale" form collected annually by the Illinois State Board of Education.

This table was reproduced from Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables. Department of Planning, Research and Evaluation, Illinois State Board of Education, Fall, 1980.

Table 9

OCCUPATIONAL FOLLOW-UP OF 1979 GRADUATES FROM ILLINOIS INSTITUTIONS OF HIGHER EDUCATION COMPLETING PERPARATION FOR STANDARD TEACHING CERTIFICATES FOR THE FIRST TIME

OCCUPATION ON November 1, 1979	PERCENTAGE OF PERSONNEL BY TYPE OF PREPARATION AND SEX								
	ELEMENTARY			SECONDARY			SPECIAL EDUCATION		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Teaching in state*	35.9	43.7	42.7	37.6	41.6	40.0	51.8	58.8	58.1
Teaching outside state*	22.1	10.2	11.8	5.4	5.4	5.4	11.3	6.4	6.9
Otherwise gainfully employed	12.6	12.5	12.5	18.4	17.7	18.0	4.3	5.2	5.1
Continuing formal study	5.9	2.4	2.9	6.5	6.1	6.2	2.1	3.8	3.6
Military service	0.0	0.0	0.0	0.7	0.2	0.4	0.0	0.0	0.0
Homemaking	0.3	1.7	1.5	0.0	2.5	1.5	0.0	0.2	0.1
Seeking a teaching position	1.8	2.9	2.8	3.1	4.4	3.9	0.0	1.8	1.6
Seeking a nonteaching position	0.3	0.2	0.2	0.2	0.0	0.1	0.0	0.1	0.1
No Information	21.2	26.4	25.7	28.1	22.1	24.5	30.5	23.8	24.4
Total Percent**	100.1	100.0	100.1	100.0	100.0	100.0	100.0	100.1	99.9
Total Number	340	2142	2482	1184	1826	3010	141	1246	1387

* Persons hired as teacher aides or in other education-related positions not included.

** Because of rounding-off, column totals do not always equal exactly 100.0 percent.

NOTE: All data presented above were taken from the 1979-80 "Occupational Follow-up of Supply of Illinois Teachers" form which was completed by placement directors from Illinois Institutions of Higher Education with teacher education programs.

This table was reproduced from Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables. Department of Planning, Research and Evaluation, Illinois State Board of Education, Fall, 1980.

Table 10

PERCENTAGE OF NEW ILLINOIS TEACHER GRADUATES WHO ENTERED TEACHING: 1967 THROUGH 1979

School Year Preparation Completed	Elementary Teachers	Secondary Teachers	El. and Sec. Teachers	Number Reported	Spec. Ed. Teachers	Number Reported
1966-67	79.5%	65.0%	71.7%	5,666	N.A.	N.A.
1967-68	84.4%	65.1%	73.4%	10,772	N.A.	N.A.
1968-69	80.2%	69.6%	73.6%	9,782	N.A.	N.A.
1969-70	76.8%	61.5%	68.0%	13,600	76.6%	615
1970-71	64.4%	47.4%	54.8%	15,522	66.2%	877
1971-72	55.0%	38.5%	45.4%	16,089	68.4%	1,164
1972-73	52.4%	40.4%	45.4%	15,469	61.1%	1,880
1973-74	53.9%	42.0%	46.8%	12,222	64.0%	1,486
1974-75	48.3%	39.8%	43.4%	14,160	61.0%	2,137
1975-76	40.8%	34.2%	37.1%	8,353	43.9%	1,718
1976-77	46.2%	38.0%	41.7%	7,558	50.5%	1,707
1977-78	49.2%	39.5%	43.7%	6,756	54.4%	1,681
1978-79	54.5%	45.4%	49.5%	5,492	65.0%	1,387

NOTE: The 1978-79 information was taken from the "Occupational Follow-up of Supply of Illinois Teachers" form. All information was provided by Placement Offices of Illinois colleges and universities. The number of graduates reported each year in the Table above is usually slightly less than the total number prepared.

This table was reproduced from Illinois Teacher Supply and Demand, 1979-80: Summary and Data Tables. Department of Planning, Research and Evaluation, Illinois State Board of Education, Fall, 1980.

Table 11

DISTRIBUTION OF TEACHING STAFF HIRED IN EACH SUBJECT AREA

	Replacement Positions		New Positions	
	#	%	#	%
Regular Elementary	243	23.3	69	18.2
Special Education	169	16.2	109	28.7
English/Language Arts	78	7.5	18	4.7
Physical Education	71	6.8	20	5.3
Math	69	6.6	14	3.7
Industrial Arts	59	5.7	4	1.1
Natural Science	39	3.7	13	3.4
Music	39	3.7	12	3.2
Social Studies	33	3.2	13	3.4
School Service Personnel	32	3.1	22	5.8
Foreign Language	27	2.6	4	1.1
Business Education	25	2.4	5	1.3
Art	25	2.4	6	1.6
Home Economics	23	2.2	6	1.6
Librarian	22	2.1	8	2.1
Title 1-Reading	21	2.0	19	5.0
Pre-School/Kindergarten	18	1.7	11	2.9
Health	14	1.3	3	0.8
Drivers Education	14	1.3	0	0.0
Junior High School	10	1.0	0	0.0
Others	10	1.0	24	6.3
TOTAL	1041	99.8%	380	100.2

This table was reproduced from An Examination of Teacher Demand, IASCUS Research Committee, Illinois Association for School, College, and University, Staffing, Fall, 1980.

Table 12

DISTRIBUTION OF UNFILLED POSITIONS BY SUBJECT AREA

Subject Areas	Percentage of Unfilled Positions
Special Education	48.4%
Elementary Education	13.5%
Industrial Arts	9.7%
School Psychologist	6.5%
Bilingual Teachers	3.2%
Social Workers	1.9%
English	1.3%
Natural Sciences	1.3%
Librarians	1.3%
Other subjects	10.7%

This table was reproduced from An Examination of Teacher Demand, IASCUS Research Committee, Illinois Association for School, College, and University, Staffing, Fall, 1980.

Table 13

Item #1 I.A.S.E. SPECIAL EDUCATION PERSONNEL NEEDS ASSESSMENT January, 1980

Survey Participants: Special Education Directors of Joint Agreements, Regional Programs, and large single districts within the State of Illinois. Also included in the survey were the three D.O.R.S. residential schools. Of the 90 surveys distributed, 74, or 82% were completed and returned.

PERSONNEL	POSITIONS TO BE FILLED							
	I	II	III	IV	V	VI	DORS	TOTAL
Administrators	1	2		3				6
Supervisors/Coordinators	14 2/5	4						18 2/5
Instruction Personnel:								
Early Childhood	11	6		4	2	1		24
Visually Impaired	3	3	1	1	2		1	11
Hearing Impaired	5	3	2	2	1	1	1	15
Orthopedically Impaired	4		1		1			6
Multiply Impaired	6							6
Severely Mentally Impaired	4	1	1	1	1	3		11
Minimally/Moderately Impaired	3	1	4	3				11
Learning Disabilities	17 2/5	14	20	7	7	5		70 2/5
Behavior Disorders	26	12	½	6	4	2		50½
Educationally Handicapped	3	3	½					6½
Prevocational	4	3		5	1			13

This table was reproduced from I.A.S.E. Special Education Personnel Needs Assessment. Illinois Administrators of Special Education, January, 1980.

Table 13 (continued)

I.A.S.E. Special Education Personnel Needs Assessment
Page 2

PERSONNEL	POSITIONS TO BE FILLED							
	I	II	III	IV	V	VI	DORS	TOTAL
Instructional Personnel: (cont.)								
Adaptive P.E.	6	1		1	1		1	10
Cross Categorical	3	11	2	2				18
Other	12		1				1	14
Total Number of Instructional Personnel Positions Open	122 4/5	64	33	35	20	12	4	290 4/5
Related Service Personnel:								
Speech/Language Therapists	47½	17½	8	15	3	1	1	93
School Psychologists	32½	14	5	5	5	4		65½
School Social Workers	24	2	3	6	1	4		40
Occupational Therapists	24	3	1	6	2		1	37
Physical Therapists	32 1/5	3½	2	7		2	2	48 7/10
Other	5	1			1	3		10
Total Number of Related Service Personnel Positions Open	165 1/5	41	19	39	12	14	4	294 1/5

Instructional Personnel - Other

Daily Living Skills - 1
Deaf/Blind - 1
Orientation - 1
Communication - 1
Autistic - 1
Aides - 8
Parent/Infant Education - 1

Related Service Personnel - Other

Nurse - 1
Psychologist Intern - 2
P.T. Assistants - 3
Not Specified - 4

This table was reproduced from I.A.S.E. Special Education Personnel Needs Assessment. Illinois Administrators of Special Education, January, 1980.

Table 14

February, 1980

ILLINOIS ADMINISTRATORS OF SPECIAL EDUCATION
STATEWIDE ASSESSMENT OF PROJECTED SPECIAL EDUCATION PERSONNEL NEEDS, 1980-83

Handicapping Cond. \ Personnel	1. Special Education Teachers	2. Psychologists	3. School Social Workers	4. Physical Therapists	5. Occupational Therapists	6. Home-Hospital Therapists	7. Speech Pathologists	8. Audiologists	9. Teacher Aides	10. Vocational Education Teachers	11. Work-Study Coordinators	12. Physical Education Teachers	13. Recreation Therapists	14. Diagnostic Staff	15. Supervisors	16. Other Non-Instructional Staff	17. Total
TOTAL (a)	1164.9	69.8	80.85	26.25	27.4	1	135.5	2.5	290	14	16.4	6.4	1	12	40	52.4	1940.4
MENTALLY RETARDED (b)	130																
HARD OF HEARING (c)	23.5																
DEAF (d)	4																
SPEECH IMPAIRED (e)	81																
VISUALLY HANDICAPPED (f)	13																
SERIOUSLY EMOTIONALLY DISTURBED (g)	211																
ORTHOPEDICALLY IMPAIRED (h)	15																
HEALTH IMPAIRED (i)	1																
SPECIFIC LEARNING DISABILITIES (j)	494																
DEAF/BLIND (k)	0																
MULTI-HANDICAPPED (l)	31.4																
OTHER INSTRUCTIONAL	161																

*Personnel needed for 1980-1981 in addition to those currently employed.

PART B - DATA TABLE #1A

PROJECTED NUMBER OF ADDITIONAL PERSONNEL* (IN FULL TIME EQUIVALENTS) NEEDED TO MEET/MAINTAIN THE FULL EDUCATIONAL OPPORTUNITIES GOAL FOR HANDICAPPED CHILDREN IN THE SCHOOL YEAR 1980-1981

Participants: Special Education Directors of Joint Agreements, Regional Programs, and large single districts (including Chicago) within the state. Of the 91 assessments distributed, approximately 40, or 43%, were completed and returned.

This table was reproduced from I.A.S.E. Statewide Assessment of Projected Special Education Personnel Needs, 1980-83. Illinois Administrators of Special Education, February, 1980.

Table 15

Item #2
Page 2

ILLINOIS ADMINISTRATORS OF SPECIAL EDUCATION
STATEWIDE ASSESSMENT OF PROJECTED SPECIAL
EDUCATION PERSONNEL NEEDS, 1980-83

February, 1980

Handicapping Cond. \ Personnel	1. Special Education Teachers	2. Psychologists	3. School Social Workers	4. Physical Therapists	5. Occupational Therapists	6. Home-Hospital Therapists	7. Speech Pathologists	8. Audiologists	9. Teacher Aides	10. Vocational Education Teachers	11. Work-Study Coordinators	12. Physical Education Teachers	13. Recreation Therapists	14. Diagnostic Staff	15. Supervisors	16. Other Non-Instructional Staff	17. Total
TOTAL (a)	683.9	66	76	22.4	25	26	151.1	14.5	317	12	10.7	14	2	14	33.5	85.4	1553.5
MENTALLY RETARDED (b)	120																
HARD OF HEARING (c)	15																
DEAF (d)	7																
SPEECH IMPAIRED (e)	11																
VISUALLY HANDICAPPED (f)	12																
SERIOUSLY EMOTIONALLY DISTURBED (g)	112																
ORTHOPEDICALLY IMPAIRED (h)	15																
HEALTH IMPAIRED (i)	1																
SPECIFIC LEARNING DISABILITIES (j)	272.5																
DEAF/BLIND (k)	1																
MULTI-HANDICAPPED (l)	51.4																
OTHER INSTRUCTIONAL	66																

PART B - DATA TABLE #1B

PROJECTED NUMBER OF ADDITIONAL PERSONNEL* (IN FULL TIME EQUIVALENTS)
NEEDED TO MEET/MAINTAIN THE FULL EDUCATIONAL
OPPORTUNITIES GOAL FOR HANDICAPPED
CHILDREN IN THE SCHOOL YEAR 1981-1982

Participants: Special Education Directors of Joint Agreements, Regional Programs, and large single districts (including Chicago) within the state. Of the 91 assessments distributed, approximately 40, or 43%, were completed and returned.

*Personnel needed for 1981-1982 - assume that your State's previous year's personnel needs (Table #1A) have been met.

This table was reproduced from I.A.S.E. Statewide Assessment of Projected Special Education Personnel Needs, 1980-83. Illinois Administrators of Special Education, February, 1980.

Table 16

Item #2
Page 3

ILLINOIS ADMINISTRATORS OF SPECIAL EDUCATION
STATEWIDE ASSESSMENT OF PROJECTED SPECIAL
EDUCATION PERSONNEL NEEDS, 1980-83

February, 1980

Handicapping Cond. \ Personnel	1. Special Education Teachers	2. Psychologists	3. School Social Workers	4. Physical Therapists	5. Occupational Therapists	6. Home-Hospital Therapists	7. Speech Pathologists	8. Audiologists	9. Teacher Aides	10. Vocational Education Teachers	11. Work-Study Coordinators	12. Physical Education Teachers	13. Recreation Therapists	14. Diagnostic Staff	15. Supervisors	16. Other Non-Instructional Staff	17. Total
TOTAL (a)	593.2	57.4	78	16.2	16	0	112.3	2.5	287	9	7.5	10	3	14	30	87.2	1323.3
MENTALLY RETARDED (b)	104																
HARD OF HEARING (c)	13																
DEAF (d)	3																
SPEECH IMPAIRED (e)	10																
VISUALLY HANDICAPPED (f)	8																
SERIOUSLY EMOTIONALLY DISTURBED (g)	90																
ORTHOPEDICALLY IMPAIRED (h)	13																
HEALTH IMPAIRED (i)	1																
SPECIFIC LEARNING DISABILITIES (j)	249																
DEAF/BLIND (k)	1																
MULTI-HANDICAPPED (l)	46.2																
OTHER INSTRUCTIONAL	55																

PART B - DATA TABLE #1C

PROJECTED NUMBER OF ADDITIONAL PERSONNEL* (IN FULL TIME EQUIVALENTS)
NEEDED TO MEET/MAINTAIN THE FULL EDUCATIONAL
OPPORTUNITIES GOAL FOR HANDICAPPED
CHILDREN IN THE SCHOOL YEAR 1982-1983

Participants: Special Education Directors of Joint Agreements, Regional Programs, and large single districts (including Chicago) within the state. Of the 91 assessments distributed, approximately 40, or 43%, were completed and return.

*Personnel needed for 1982-1983 - assume that your State's previous personnel needs (Table #1B) have been met.

This table was reproduced from I.A.S.E. Statewide Assessment of Projected Special Education Personnel Needs, 1980-83. Illinois Administrators of Special Education, February, 1980.